

Week 3.5: Documentation of Team Collaboration (20 Points)

It is suggested that you use Google Docs to document your team work together. Each member should use a different color and a legend should identify each team member. You should submit a link and share your evidence of collaboration with the everyone. As you produce your Core Content related Student-centered Video Project during Weeks 4 and 5, revise this evidence as needed before submitting it to your IA again in Week 4 and Week 5. Each member of the team needs a copy and the link to the evidence of collaboration. Submit your evidence to your IA through your course ware.

June 17, 2013:

Creation of the google document

Kari Widener will be purple.

Mitchell Stephens will be blue.

Brandy Morris will be red.

Project Proposal

|  |  |  |  |
| --- | --- | --- | --- |
| Project title | Finding the slope |  |  |
| Purpose | Teach students how to find the slope, using plot points |  |  |
| Audience | Algebra I students |  |  |
| Program length | 90 seconds |  |  |
| Costumes | None |  |  |
| Sets | Show Me Whiteboard App |  |  |
| Props | Whiteboard app |  |  |
| Locations | Oklahoma and Texas |  |  |
| Crew |  |  |  |
| Director(s) | Mitchell, Kari, and Brandy |  |  |
| Scriptwriter(s) | Mitchell Stephens |  |  |
| Talent | Kari Widener |  |  |
| Camera operator(s) | Kari Widener |  |  |
| Editor(s) | Brandy Morris |  |  |
| Schedule of Deliverables |  |  |  |
| Project phases |  | Due date | Owner |
| Create group Google DOC |  | 6/23/13 | Kari Widener |
| Decide on topic for video |  | 6/23/13 | Kari, Mitchell, Brandy |
| Write Scrip |  |  | Mitchell |
| Make video |  |  | Kari |
| Edit |  |  |  |
|  |  |  | *Use tab to add additional rows as needed.* |
|  |  |  |  |

We need to figure out what subject and grade level we want to address. That will help us start to figure out this video. It will help if everyone puts what grade levels and subject area we teach.

Kari Widener- STEM/ 7th and 8th grade

Mitchell Stephens-9th/10th grade World History, World Geography (Have also done TX history, PE, and Sp. Ed.)

I just added Brandy to the group. I am going to contact her now and maybe we can get together shortly to decide on what to do.

Brandy Morris-2nd Grade. I’ve taught 1st-3rd.

Hey Brandy!! This will work out great.

Hi Kari!

Ok, we have looked at doing slope intercept or just teaching how to find the slope. There are many different things we can do, but we need to narrow it down quickly.

I’ll be happy to contribute to the presentation but the topic is a little out of my area of expertise. Iwould be happy to choose something younger if you can think of something that would be easy to teach in 90 secs. :)

Hey Mitchell!!

The math lesson is fine. I can do research if I need to. The only other idea I have is to demo addition regrouping.

I have wrote a sample script for finding the slope.

I’ll post it and you guys can see what you think

Alright let’s see what it looks like

Today we are going to look at finding the slope of a linear equation using two points on a graph.  This is a simple calculation that uses a simple formula.  To determine the slope, you are calculating the rise over the run.  The rise is the increase or decrease of a line on the x-axis.  The run is the increase or decrease of a line on the y-axis.  The formula that we will be using to determine the rise and run is m=y2-y1/x2-x1.  The m represents slope.  Y2 and y1 are points on the y-axis and the x2 and x1 are points on the x-axis.  We’ll start by plotting any two points on the line.  Next, we will subtract the first point from the left on the y axis from the second point.    In this problem, we see the first point is (6,8) and the second is (4,5), so we will subtract 8 from 5, which gives us -3.  Remember the formula tells us that we not but the rise over the run.  This tells us that we divide.  We will divide ?, which is our rise by ?, which is our run.  This gives us ?, which is the slope of the line.

The ? are where we’d have an actual problem.  Seems like we’d be able to do it in 90 seconds and its a pretty simple lesson

I think that looks pretty good. We could have a graph already on the screen and maybe two points already plotted.

Works for me! I’d be happy to record the narrative unless Mitchell wants to do it.

I have an app on my ipad that can record and write at the same time. It is easy to load onto the web too.

Be my guest to narrate. I hate doing that.

There’s plenty of pics online of graphs that we can use and that will give us something to document because we have to do that too.

Kari, that might be the easiest if you don’t mind.

What else do we need to have completed to turn in this week?

**AI.5.C use, translate, and make connections among algebraic, tabular, graphical, or verbal descriptions of linear functions.**

* [Linear functions: Find slope from two points (Algebra - S.3)](http://www.ixl.com/math/algebra-1/find-slope-from-two-points)

Here is what I found for the standard that it would cover. There is an example on there.

Ok, I will use the app and make the video tonight. Then, I will submit it to my wikispace and invite you two. Brandy, do you want to complete the chart above?

We need to complete that chart.  I know it includes shotlist and who the director and stuff is

I can do that now.

Shotlist should be face forward or something like that? IDK really. I will make that video real quick.

Here is an example of the problem:

Find the slope of the line that passes through (6, 8) and (4, 5).

Please help me out with the chart. Will Kari be the talent and camera operator?

I started on the top

I honestly don’t think it matters too much what we put this week because we’re supposed to edit this for the next couple weeks

Ok. I will just fill it in as much as I can and then we can always go back and edit.

Feel free to change any of the script as you see needed. It was just something I threw together. I’m, by no means, a math person.

Im recording be back soon

Is anybody good at the copyright stuff? That is the 3.4 assignment and I had no Uclue on the last assignment

UGHH...The copyright stuff is so confusing to me, but I can look it up.

3.3 is the shot list too. Since Kari is shooting is she might know the most about that.  I’ll complete 3.2 with the script and outline.

I’m not looking at it right now, but if 3.4 is the copyright then I’ll do that.

I have to run, but I will be checking back regularly so feel free to contact me via text or phone. Just let me know what the source of the graph is and we’ll go from there:) Bye!

I’m pretty sure the only thing that we’ll have to document is the graph that we use

ok. bye bye

Got the first try done. It was way less than 90 secs.

ok. i was thinking that we’ll have a title and maybe a better introduction that could make it longer.

When writing, I was concerned about going over so I think being short is not a bad thing.

I am going to play with it and when I get it done I will post it on my wiki then we can take it from there. Probably about 10 mins or less :)

Ok, remember we have 2 weeks to edit once we get a rough draft so I think it’ll be fine.

Oh ok well then I will submit this one. It has me saying omg lol

How long is it?

Here is the link: <http://kariwidener.wikispaces.com/Multimedia+Group+Video>

Let me know what you think.

That looks good to me.  I think we can add a title page and some stuff like that and it’ll be really good.

Yes we need to edit it and I don’t know what software to edit it. I just want to do a new take on it when we make it next time. But for now that will work. So I am just going to make a checklist, so we know who is doing what for the assignments and then we can email them to each other:

3.1-completed at the top

3.2-Mitch

3.3- Kari

3.4- Brandy

3.5- send copy of this

3.3 is the shotlist, which might be easiest if you do, since you did the shots and 3.4 is Brandy

That’s the copyright stuff.  If you can send her where you got the graph from. I think that’s the only documentation we have

Ok sounds good. Well I will get that shot part done and email it to you too. Best email for me is [kwidener@lamar.edu](mailto:kwidener@lamar.edu). That way I don’t accidentally delete for spam :)

Sounds good.  Seems like we got it all pretty much figured out. I think we’re actually ahead of the assignment because we already have a rough draft

I got the 3.1 done and will send it just so everyone has it. :)

Ok guys, just touching base that we are going to be finishing up the assignment for the week. I hope you have a good 4th and look forward to hearing from you. Call/text or write back on here.

Hi Mitchell

Hey.  I worked on some stuff last night.  I’m about to post it on here. I also went ahead and posted the video on youtube.

Can you post that link on here as well?

documentation.

|  |  |  |  |
| --- | --- | --- | --- |
| General Information |  |  |  |
| Name(s) | Mitchell Stephens  Kari Widener  Brandy Morris |  |  |
| Project title | Finding the slope |  |  |
| Purpose | Explain the process of finding the slope of a linear equation |  |  |
| Audience | Algebra students |  |  |
| Program length | 90 secs |  |  |
| Costumes | None |  |  |
| Sets | None |  |  |
| Props | Ipad |  |  |
| Locations | Texas and Oklahoma |  |  |
| Crew |  |  |  |
| Director(s) | Mitchell Stephens, Kari Widener, and Brandy Morris |  |  |
| Scriptwriter(s) | Mitchell Stephens |  |  |
| Talent | Kari Widener |  |  |
| Camera operator(s) | Kari Widener |  |  |
| Editor(s) | Brandy Morris |  |  |
| Schedule of Deliverables |  |  |  |
| Project phases |  | Due date | Owner |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  | *Use tab to add additional rows as needed.* |
|  |  |  |  |

Final Shot List

Finalize your shot list here. As you produce your Core Content Student-centered Video Project during Week 5, revise this shot list as needed before submitting it to your IA again in Week 5. Each member of the team needs a copy of the shot list and must submit it Weeks 3, 4/5.

|  |  |
| --- | --- |
| Name(s) | Mitchell Stephens  Kari Widener  Brandy Morris |
| Project Title | Finding the slope |
|  |  |
| Shot Number | 1 |
| Location | Texas |
| Talent | Kari Widener |
| Props |  |
| Special Equipment | Title Page, Paint, Slope picture |
|  |  |
| Shot Number | 2 |
| Location | Texas |
| Talent | Kari Widener |
| Props |  |
| Special Equipment | Paint, Graph |
|  |  |
| Shot Number | 3 |
| Location | Oklahoma |
| Talent | Kari Widener |
| Props |  |
| Special Equipment | Show me app, Ipad |
|  |  |
| Shot Number | 4 |
| Location | Texas |
| Talent |  |
| Props |  |
| Special Equipment | Paint, Copyright information |
|  |  |
| Shot Number |  |
| Location |  |
| Talent |  |
| Props |  |
| Special Equipment |  |
|  |  |

Update your content narration script here. As you produce your Core Content Student-centered Video Project during Week 5, revise this narration script as needed before submitting it to your IA in Week 5. Each member of the team needs a copy of the script and must submit each week.

|  |
| --- |
| Today we are going to look at finding the slope of a linear equation using two  points on a graph.This is a simple calculation that uses a simple formula.  To  determine the slope, you are calculating the rise over the run.  The rise is the  increase or decrease of a line on the x-axis. The run is the increase or  decrease of a line on the y-axis.  The formula that we will be using to determine the rise and run is m=y2-y1/x2-x1. The m represents slope.  Y2 and y1 are points on the y-axis and the x2 and x1 are points on the x-axis.  We’ll start by plotting any two points on the line. Next, we will subtract  the first point from the left on the y axis from the second point. In this problem, we see the first point is (6,8) and the second is (4,5), so we will  subtract 8 from 5, which gives us -3. Divided by 4 minus 6, which gives us -2. So two negatives make a positive, Therefore the answer is 3/2. |

**Weeks 4/5.3 Assignment:Core Content Student-centered Video Project Final Technical Aspects**

1. Edit so that you only have quality shots.
2. Use two or more video, text, graphic, and motion effects.
3. Audio is seamlessly blended and adds interest to the lesson.

**Weeks 4/5.4 Assignment:Core Content Student-centered Video Project Audio and Voice Editing**

1. Record, edit, re-record until the audio is clear.
2. Be certain that the audio is communicating the main idea.
3. Communicate ideas with enthusiasm.
4. Communicate ideas with propose voice projection.
5. Communicate ideas with appropriate language.
6. Communicate ideas with clear delivery.

**Weeks 4/5.5 Assignment:Core Content Student-centered Video Project Final Copyright Information, Creative Commons, Time Management, and Documentation of Team Work Evidence**

Documentation for Fair Use Guides, Citations, and Creative Commons Copyright

1.    Double check your Creative Commons Copyright license.

2.    Follow Fair Use Guides and APA Citations.

3.    Complete all work on schedule.

4.    Complete Documentation of Team Collaboration.

It is suggested that you use Google Docs to document your team work together. Each member should use a different color and a legend should identify each team member. You should submit a link and share your evidence of collaboration with everyone. As you produce your Core Content related Student-centered Video Project during Week 5, revise this evidence as needed before submitting it to your IA again in Week 5. Each member of the team needs a copy and the link to the evidence of collaboration. Submit your evidence to your IA through your course ware.

* + As a team, debrief about your experiences producing the core content video. What did you know before you began the project? What did you learn? How will you use this learning in the future with other teachers? With your students? Show this work in your collaborative team documentation.
  + Individually, add a brief post to your collaborative team documentation related to the project. Your post should:

·         clearly analyze the group’s pre-production, production, and post-production process; shot and editing selection; Web delivery formatting decisions.

·         offer insights into how the group can improve their public service announcement.

·         identify copyright attribution for assets.

·         critique your team’s collaboration and interactions with each other.

|  |
| --- |
| At the beginning of the project, I noticed that as a part of the group that teaches elementary students, I have probably not had as much exposure to using some of the tools that Mitchell and Kari has, such as video editing, voice overs, etc. In elementary we are really working on the basics. I’ve had to educate myself as we go. I will be using this technology in the future to expand my knowledge base and share with other elementary teachers. I can use this knowledge with my students as well to show them what they are capable of creating. I feel that this group was beneficial because of the different perspectives that were brought by each member. We worked together to improve the quality of the finished production. Pictures were added and they helped in clarifying the content.  When we began, I had a little bit of knowledge from editing game films but I had never done anything like this.  I thought we worked very well as a group and all added different aspects of the project that allowed us to all be successful.  I liked using google docs as a collaborative tool.  This is very useful and can be used for students to work together or for teachers to monitor student communication.  I can also be used among teachers for department meetings or other things of that sort.  I also really like using audacity.  The more that I played with it, the more comfortable I felt with it.  It made it much easier to use that software than re-recording multiple times.  I feel that after we made our initial film, our practice with editing made it easy to make changes that made our project much better.  I was really comfortable with making this video, because it dealt with my content area. I used the iPad to make the video using  a whiteboard application that I had downloaded for my class. It wasn’t hard to do once I got it up, but my biggest struggle was with the Mac itself. I had a hard time understanding how to use Audacity with the Mac and saving it. I was familiar with the program Jing before, but when I tried to use it on the Mac I had a hard time converting the project.  I see many reasons to use Multimedia in the classroom as well as for other teachers. It is very easy to make a video, so the kids can recall information on the web like working out a problem for a Math assignment. Also, teachers can recall a video so they know how to use a particular product that they aren’t familiar with. It is the new age in learning and we have to be willing to change with the times. |

Weeks 4/5.6 – Reflections from your web conferences in your blog.

1.    Post your reflections from the web conferences you attended or recordings of web conferences that you could not attend.

2.    Submit the link to your blog post to your eportfolio and your IA.

|  |
| --- |
| Submit link here. |

Weeks 4/5.7 – Links to Video in your Google Site Eportfolio, Tk20, and to your IA.

Post links in a Word document and submit to your IA.

|  |
| --- |
| <https://sites.google.com/site/multimedia5363/> |

Week 4/5.8 Postings to free video hosting site Use one of the following free video hosting Web sites to post your video in the public cloud: YouTube ([http://www.youtube.com](http://www.youtube.com/)), TeacherTube ([http://www.teachertube.com](http://www.teachertube.com/)), or Flickr ([http://www.flickr.com](http://www.flickr.com/))

|  |
| --- |
| <http://www.youtube.com/watch?v=eFb4O9p5u7g&feature=youtu.be> |

**Weeks 4/5.9 Brief update on your progress internship hours and your Action Research Project.**

In a brief report,

* + Reflect upon your progress with your campus-supervised Internship activities. How many hours have you completed? What have you learned? How will you use this learning in the future?
  + Report the status of your action research project. What parts have you completed? What has been successful? Do you need to change some of your processes or steps to complete your research? What changes will you make if any? What steps are remaining to be completed?

|  |
| --- |
|  |

Is there a discussion board this week? I saw something that said we were to comment on another team’s work but then another comment that said “NO discussion board this week”.

From my understanding, it is commenting on another group’s project.  I’m gonna do that because I’ve lost points on discussion board before so I’m not

taking chances.

Where do we need to post the comments? I looked on the board a few minutes ago and nothing was posted.

I saw on one of the web conferences that we have to put it on week 4.

I’m going to paste the rubrics and we can go through and see what else needs to be done.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tasks**  **ê** | **Accomplished** |  |  |  |  |
| **Student project pr**  **c.1.a., c.1.b., c.2.a., c.2.b., c4.a. c.4.b, c.4.c., c4.d., c.4.e, c.4.f., c.5.a., c.5.b., c.5. c.6.n, 2.a., 2.d.oposal**  **(15  points)** | schedule of deliverables. |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Submission of link to blog posting related to web conferences attended (15 Points).**  **c.1.a., c.1.b., c.2.a., c.2.b., c4.a. c.4.b, c.4.c., c4.d., c.4.e, c.4.f., c.5.a., c.5.b., c.5. c.6.n, 2.a., 2.d.** | Your blog link is submitted and reflections are thoughtful. (15 Points) | Reflections of web conference sessions are somewhat complete (12 Points). | Less work is posted (10 points). | No work is posted. |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Reflections and Status Report of Internship Activities and Action Research Project (30 Points).**  **c.1.a., c.1.b., c.2.a., c.2.b., c4.a. c.4.b, c.4.c., c4.d., c.4.e, c.4.f., c.5.a., c.5.b., c.5. c.6.n, 2.a., 2.d.** | All work is completed. (30 Points) | Some work is posted as required.  (24 Points). | Less work is posted as required (21 points). | No work is posted. |  |

Ok. I just checked the discussion board for week 4 and nothing is there unless I’m looking in the wrong place...

I’m sure people are waiting until the last minute.  I’m going to go ahead and post mine on there today and if nobody else puts anything, surely we can’t lose points.

Ok. Sounds good to me. I’d rather be safe than sorry:)

Looking at the rubric, I think we have most of it done.

Did you see the link for youtube?

Yes. What about the section 4  5.5?

* + - * As a team, debrief about your experiences producing the core content video. What did you know before you began the project? What did you learn? How will you use this learning in the future with other teachers? With your students? Show this work in your collaborative team documentation.
      * Individually, add a brief post to your collaborative team documentation related to the project. Your post should:

·         clearly analyze the group’s pre-production, production, and post-production process; shot and editing selection; Web delivery formatting decisions.

·         offer insights into how the group can improve their public service announcement.

·         identify copyright attribution for assets.·         critique your team’s collaboration and interactions with each other.

Ok. Do you want to go up to the box and start on that?

yeah, I’ve gone through already.  Do you wanna go through and bold anything that you think needs to be done?

I’ve added my comments to the box. I don’t see anything else that we need to do as a group. Did you see that we need to update info on our research project though?

Yeah that’s going to be tough for me.  This is only my 4th class and I took about 8 months off.

Well, I understand. I just found out that I’m moving campuses, which will change a lot of my plan. Ugghhh! I’m not even sure who I will use to replace my campus advisor.

Yeah I also changed schools. I went from a 5a to a 1a.

Oh wow! I’m also changing from a second grade classroom teacher to an IST.

Seems like they’re not too picky with grading though.  I’m sure if you explain all of that, it will work out.

I’m adding my part to part 5 right now.

ok finished my part of the box

Ok. Is that all we need to do?

we have to add our individual parts to that before you send it to the teacher.

It’s also my understanding that we need to submit it to TK20 for credit, right?

how I understood it.

Do you wanna go down the rubric and delete the boxes that we’ve done.  That will give us a definate idea of what’s left.

Ok. You lead the way. I’ll follow.

We have to do the schedule of deliveries.

What is that?

We were supposed to schedule what we were doing

|  |  |  |  |
| --- | --- | --- | --- |
| Schedule of Deliverables |  |  |  |
| Project phases |  | Due date | Owner |
| Show me video w/narration |  | 6/19 | Kari |
| Creation of title page |  | 7/4 | Mitch |
| Creation of graphs |  | 6/19-7/4 | Mitch |
| Credits page |  | 6/20 | Brandy |
|  |  |  |  |
|  |  |  |  |

Does that work? We need to put some dates

Let’s estimate the dates

Looks good to me

Do we wait for Kari to add comments, etc. before we post?

Yeah, I think we should

Are you going to be able to?

I can, but it means I have to go somewhere with free wi-fi (which sometimes doesn’t work). I just don’t want to wait until the last minute and then something go wrong...

I agree. Have you talked to her to see when she can do it?

No.

Well, that’s only one part.  You can go ahead and get the rest posted.

I agree. thanks for all your help. Good Luck!

Thanks. You too!!

Ok guys, sorry it is late for me to be putting in my comments. Thanks for all your help on this!!! I just made it back to Oklahoma from traveling around the world :) Not really. Just to Florida and Texas.

The video looks really good. I think mostly everything looks great and glad we were partners. Good luck with your other classes and let me know if you ever need any help. One more for me!!!